JOURNAL OF EDUCATION

APRIL 3, 1933

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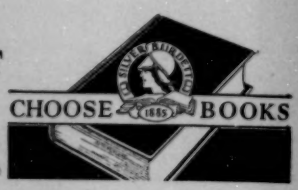

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ANSON W. BELDING, EDITOR

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LOOKING WITHIN—

Like it or not, the world is right on your doorsteps these days, and has to be invited in, or it will enter anyhow. With this issue we begin a new feature by the Editor. The caption, "SO RUNS THE WORLD," is meant to suggest that the events chosen for treatment are only samples. Yet they are matters of more than casual interest.

•

Not a pastoral scene, as you might suppose, is indicated by the title, "Ducks and Drakes —and Education." Yet the article is decidedly breezy.

•

Superintendent Gruver, of Lynn, Mass., has given serious thought to the problem of school economy, and skillfully draws the line between what is wise and what is foolish.

•

While a school at the Panama crossroads does have unusual opportunities for studying commerce, other schools at other vantage points — railroad junctions and seaports, for example — can take valuable hints from Howard Spaulding's report, "Learning Commerce From Cargoes."

•

Principal Cottle tells how the citizens use his "High School as a Community Center." For a town of 3,000, it is indeed a rich program. Principal Burkhard is an advocate of broader horizons for teachers. "Education for What?" explains his viewpoint.

•

—LOOKING FORWARD

A few of the articles scheduled for early publication in the JOURNAL may be of interest. "Good Things I Have Seen," by Garry Cleveland Myers, emulates in a modest way, as he himself says, the friendly traveling done by Dr. Winship. "Science at Boyd Junior High School," by W. D. Varnell, tells how Principal Wilson New directed the arrangement of science courses into units such as heat, transportation and communication. "The Use of Visual Aids in the Elementary School" by Principal George W. Wright, of Far Hills, N. J., describes devices so simple for use either in a rural or a city school, and so inexpensive, that there can be no objection on that score.

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JOURNAL OF EDUCATION

Editorials

Politics Nosing In

ONE of the goals long sought for America's public schools has been to keep them out of politics. The kind of politics that was meant was bad politics. And bad politics included partisan politics, sectarian politics, and selfish aggrandizement of any individual with political aspirations.

How successfully this goal has been attained in any community has depended upon local circumstances.

In many places the schools have been left to the friends of education to be run; and the children have been correspondingly benefited.

Today the schools are no more eager than they ever were to keep company with politics or politicians. But politics has begun to interest itself in the schools. And citizens who believe in education but have hitherto kept out of politics, trusting to luck that everything would be well with the schools, will have to be aroused to the dangers of the present situation. They will need to ascertain the facts about the schools, and no longer to trust blindly either to luck or to whatever forces are in control.

The schools must be run in the public interest. The public must recognize the necessity of an adequate schooling for every growing child and youth. Schools are the bulwark of free institutions and liberty itself. This furnishes no excuse whatever for wastefulness of public money, or for budgets out of proportion to all other municipal or state expenditures. On the other hand, public education must not become a target for political rifle practice.

Politics refuses now to let the schools alone.

But citizenship, expressing itself through political instrumentalities, can determine what is just to the schools, to others, to teachers, to childhood, and to the future of community and nation.

• • •

Chicago, the Magnetic Pole

MOST prominent on the tourist map this summer will be Chicago. Her stage is all set for big events. The Century of Progress Exposition will be a great attraction; many of its features will be educational. No wonder, then, that this inland metropolis of America has been selected for next July's meeting of the National Education Association—especially as twenty-one years have elapsed since last time the Association met in that important city.

The wonder is that Chicago, with its comparatively central situation, has not drawn the National Education Association summer meeting more frequently. The educators met there in 1893—year of the World's Fair; again in 1912; and now in 1933; an average interval of twenty years.

No doubt President Rosier realizes that his program will need to be exceptionally good to keep the members interested when so much else is going on. That's the trouble with the more exciting places—too much competition with the convention. Members who go with the most earnest intention of attending every meeting are led astray by louder drumbeats elsewhere in the city.

President Rosier will accept the challenge. Maybe he will persuade the exposition to declare a recess. Anyhow—Chicago will be irresistible, and school folk will know what is the main show, for them.

Incidentally, it will be helpful to local schools to have the nation's educators make pilgrimage to Chicago.

• • •

The Perfect Bowl

A DAUGHTER of the Pueblo Indians tells how her grandmother prepares to make some of that pottery for which the tribe is famous:—

"She goes to the edge of the *mesa* and digs a quantity of clay. She mixes it with the right amount of water. Then she kneads it and kneads it. She separates it into several different batches, staining each a different color with the juices of plants or berries she has gathered in the woods. Now you might think that all was in readiness. But no. She has previously picked up from neighbors' rubbish piles some broken bowls, fragments of old pottery. She has hammered these into powder. 'You cannot make a perfect bowl from new clay alone,' declares this Pueblo craftswoman; 'you must put new and old together.'"

Is there a thought in this for education?

Some schoolmen favor only the new clay. Some favor only the old clay. Old and new in proper proportions should give the best results in durability and beauty.

So Runs the World

By ANSON W. BELDING

Priming the Business Pump

Temperance Again a Task

Europe Over Powder Magazine

Hitler Wants More Matches

Free Press a Foe to Rumor

Japan's Imperialism Tardy

Speaking of Dictatorships

A THIRSTY portion of our nation, scornful of mere water, prepares to slake its parched throat with beer and wine of 3.2 per cent. alcohol by weight. The flow will commence, with United States sanction, in the late evening of April 6—a date previously signalized by the election of George Washington to the presidency in 1789, and America's declaration of war against Germany in 1917. Federal tax of $5 a barrel is expected to yield over $100,000,000 yearly to the government. Breweries starting up in various cities provide many people with jobs.

•

Our economic pump has long needed priming. Is this to be done with beer?

•

The Volstead Act, now replaced by the Cullen Act, defined an intoxicating beverage as one containing more than half of one per cent. of alcohol. The new law is intended to be more liberal, and yet to keep within the meaning of the Eighteenth Amendment, which is still a part of the Constitution of the United States unless or until repealed by the action of thirty-six states.

•

Will the Cullen Act weaken the demand for repeal? Defeat of the liquor evil may again become a task of education.

•

In Europe arms are rattling, armies drilling, governments nervously urging their people not to be nervous. The general look of things is that Europe is living on a powder magazine which needs only a match to set it off, as in 1914.

The big fear is that Germany will light the fuse. Hitler now has everything in his hands, so far as ruling Germany is concerned. The German parliament has voted itself a four-year holiday during which Hitler and his cabinet may run the nation as they please. Jews and Communists are finding Germany very uncomfortable. But that is not all. Germany boasts the same old spirit that made her a menace before the World War. Hitler insists that Germany must get back her colonies and territories which the peace treaty took away. She must be allowed to arm herself equally with other powers. Austria and Hungary are undergoing similar upheavals.

Such nations as Poland and the Little Entente (Jugoslavia, Rumania, and Czechoslovakia) to the east of the Central Powers are alarmed lest they be invaded or seized. And if anything like that occurs, France will be constrained by treaties and self-interest to jump in against the Central Powers. France is on edge about Italy, too, which appears to side with neighbors to the north. Fascism sways both Italy and Germany, and may be a bond between them.

•

Italy, however, has a peace plan, based upon co-operation of four powers: England, Germany, France, and Italy. France smells a trap. England, too, has a plan: equality of armament, to be brought about by increases for Germany, paring down for other nations.

•

The hitch is—Hitler. He is not the one you'd pick to play with bigger armies.

Jews all over the globe have been protesting against alleged cruelties inflicted upon members of their race in Germany. Hitler and his Cabinet are furious over what they call malicious exaggerations. But Hitler muzzled the press. Perhaps he will learn that a muzzled press is an aid to false rumors.

•

Japan gives formal notice that she is quitting the League. The League Covenant provides that two years must elapse before such notice takes effect, and then only if obligations to the League are duly completed. Suppose the League should try to enforce this clause? Japan would only smile. To all intents and purposes, she is out of the League already. She could not stand the reproaches of the nations for her acts in driving China out of Manchuria.

Nations whose conduct in the past has been no worse than Japan's is at present, find themselves stumped to make Japan behave. Her imperialism comes late in history. How far will it take her? In Asia, as in Europe, moral bulwarks against war are needed.

•

Congress so readily and swiftly granted the first demands of the new president for emergency laws conferring vast powers on him, that some Americans are worried. They think we are headed for a dictatorship. Possibly so. But have we not been having dictatorship by groups in Congress and by powerful lobbies? Dictatorship by "F. D." might be less benevolent to groups, but more kindly to the nation.

•

The President's power rests upon confidence in his leadership. If confidence wanes, away goes his power. So runs America!

Ducks and Drakes—and Education

By JOHN NORRIS MYERS
Ridgewood, New Jersey

The Father of a Four-Year-Old Looks at Learning

"DADDY, read to me." As regularly as I have hung up my commuter's hat at 6:10 on every night for two years, I have heard that piping demand, while two blue eyes have also pleaded. Perhaps my first feeling of "sales resistance" was really that of helplessness, for azure eyes of "four years goin' on five" are irresistible. 'Twas then I realized that I was face to face, for the first time, with a mind in the making, a process even more fascinating than physical birth. The result has been that what was once a disagreeable duty is now looked forward to each night as the brakes grind at my station. My own experience in these two years has made me fear that our educational experts have fallen short of their opportunity properly to nourish the unfolding minds of our children.

What should I read, and where could I get it? I am just an ordinary father whose days are spent amidst the intense strain of a metropolitan business where every exacting minute is filled. I realized that my duty was to assuage that thirst for knowledge, but my first instinct was to put the child off until she entered the grades. My wife stopped that:—

"You are like all those fathers whose ineptitude you have deplored. You have criticized our schools and now you sidestep the responsibility of encouraging that desire for knowledge which the school is supposed to fulfill. You can't consistently criticize and at the same time 'pass the buck' to the teacher. You have got to find out what books to read to this child and then do it."

This was rather a long speech from the mistress of the home, but, as usual, packed with common sense. My situation was tough enough, but I confess that I was in a better position to face the duty than the average parent. Few men have had at their command such a supply of literature, since I live in close contact with publishers. I had only to go to their juvenile and educational departments where experts selected titles galore, especially adapted to the child's age and intellectual tendencies. That hour between my home-coming and dinner has become the most stimulating of my intellectual pursuits, for the study of a budding human mind is also of vital educative value to the adult. If *I* made such tough going of this job at first, what must be the situation of the average parent who has no such access to books? There, I think, is the nub of my argument that perhaps our educational experts have overlooked a golden opportunity.

"Our schools are now said to be organized on a strictly scientific basis in which 'self-expression' is the watchword. If Willie tears his kindergarten toy to pieces, he is to be patted on the back because, like Toddy and Budge of his grandfather's day, he 'wan' shee wheels go wound.' If Snookums snips the midriff of her doll, she, too, must be commended . . . . . "

•

The first quarter of the twentieth century has shown marked advances in methods of elementary teaching, according to those who *admit* that they are experts! Our schools are now said to be organized on a strictly scientific basis in which "self-expression" is the watchword. If Willie tears his kindergarten toy to pieces, he is to be patted on the back because, like Toddy and Budge of his grandfather's day, he "wan' shee wheels go wound." If Snookums snips the midriff of her doll, she, too, must be commended, because this shows a latent talent for all those *ectomies* symbolized by the surgeon's knife. When the twins, in tug-of-war, tear apart the picture book it is proof positive that their bent is toward the last of the scholastic triumvirate so, therefore, away with humble "readin' and writin'"! Finally, if their battle royal terminates in a catlike exchange of saliva, they are working off primitive repressions, which is good for their souls. Perhaps this is education, and perhaps not.

•

In spite of my many years of contact with education, perhaps my unmodernistic viewpoint is a warped one, because my own school days were short. I was one of those lucky "unfortunates" whom ill-health compelled to absorb early schooling at home from a cultured mother who was graduated from college with highest honors. During the middle 'nineties, when I finally went to school, books were not looked upon as playthings, nor did self-expression consist in tearing them apart. Study was a serious matter, and while play was thought developmental of character just as much as it is today, it was also considered a surcease from the sturdy strain of homework. Textbooks were something more than playthings because they were bought by the parents. Certainly they were not then bought because they were less expensive, for with all the mechanical ad-

vances in the beautifying of books during the past quarter century, their cost is little greater and certainly not more in proportion to higher incomes and standards of living. The secret of that greater appreciation of books lay, to my mind, in the feeling of ownership.

Now I grant that there have been improvements in methods of teaching, but undoubtedly many abuses have crept in which, to a large extent, have offset the newer knowledge of child psychology. These have been mostly due to state control of individual welfare which has swept over our social order.

•

In the first decade of this century another fad was loosed upon our educational system. Professional politicians, both party and pedagogic, proclaimed the evils of discrimination in the classroom between the children of the well-to-do and those of lesser substance who, it was said, felt the strain of purchasing textbooks. A lovely picture was painted of the duty of the state to provide every child with an identical book from out the public purse, and from that movement has grown what is now a surpassing handicap to those who most need help!

The ideal was as glorious as that of the grape-juice protagonist but, with the former, as with the latter, the abuses which have grown up in its wake would seem to have far outweighed the gain. The movement spread like wild fire. State after state swung into line, and by 1910 a large proportion of our elementary educational systems provided free textbooks. "A book for every child" was the slogan, but how has it worked out in practice?

When the parent purchased the textbook it was the child's precious possession. It was not then a crime for baby hands to scrawl beneath the passages which appealed; or for an adolescent pen to make marginal notes which impressed the contents on the growing mind. Greatest of all, the child's name was written on the fly-leaf and he lived and grew with the book. Poorly educated parents also had the benefit of study from the family possession, and many an adult immigrant has been stimulated to a thirst for knowledge through this means. All this is changed today. The modern school system sets out to supply a book in every subject to every child, but it is not *that* child's property. A pencil mark or a smudge from a small finger is a matter of discipline for the teacher. The thought impressed upon the child is that "this is property of the state, in which you have no vested right." Shades of Soviet Russia! When the child passes on to the next grade, that same text is handed down—often dirty, torn, and germ laden—to another scholastic generation with the same taboo attached. In consequence of all this the book becomes to the child a thing of no more value than the pavement which receives his pounding feet, or the school bus which glides upon it. A book is not a cultural thing to him, but a mere passing incident from grade to grade.

Now, to my mind, books are an essential part of culture, no matter what its sphere. Perhaps I am old-fashioned; perhaps modern parents merely want their children to "get by" with the least possible effort. An article, entitled "Shall We Make Our Children Commonplace," by Alice Beal Parsons, forcefully points out that parents prefer their children to possess pulchritude and "pep" rather than true education.

•

I grant you that in a democracy, or in the socialistic state which we are rapidly becoming, intelligence and individuality are out of fashion, and the herd instinct lowers the level of elementary education. The vital question is: How low are we, who believe in education, willing to let the average drop? It is a foregone conclusion that the day of the free textbook is here to stay, but it is not necessary to permit our politicians, both party and pedagogic, to use the system as a football in budget preparation. The answer might be, let the state *give outright to the child* the book it now loans.

•

The objection of undue expense may be made to this, but the cost would be comparatively small. The cultural gain to our citizenship would be incalculable, for certainly this plan would not only raise the educational standard, but would tend to the development of that type of character which makes a country great.

The other day my own blue-eyed first grader brought home from school a book I recognized as not her standard reader. Although she possesses many books in her own juvenile library, this new text was particularly delighting. I asked her how she came to have it. To my surprise I learned that her teacher, an unusually progressive young woman, had obtained on her own initiative an assortment of "juveniles" as the nucleus of a first-grade library. I visited the school a few days later, and discovered what this modern young woman was up to. She had actually initiated in a small way a plan which is greatly needed in all our public schools today, that is, a carefully selected reference library in *every* grade. On a table by her desk were perhaps two dozen books on various subjects suited to the ages of the class. The thirty pupils were grouped in small circles, and I was asked to guide one group for the fifteen-minute period. Sprawled precariously on a Lilliputian chair which brought me down to their tiny level, I supervised the morning reading to the apparent intense delight of every tot, as the faltering sentences went round the circle. After a few moments I realized that I was not the director of the class, for they brought pungently to my consciousness the truth of that old saying, "a little child shall lead them."

In this day of so-called progressive education, "book larnin'" is a phrase which is anathema to the pedagogue, but somehow I cannot help but feel that those youngsters were gleefully making play of what would ordinarily be a heavy task. They were, I think, obtaining much more culture than would have been the case had they been engaged in some one of the faddish activities so popular today.

•

The typical school library is frequently looked upon as a place for mere reference works. Dry-as-dust tomes in many cases repose upon the shelves, although in some there is a quantity of cultural material. Why should there be but one all-inclusive library for a building containing several grades? Why should there not be a separate library in each room, the books for which are selected for their interest to the pupils of that age? There are published today literally hundreds of inexpensive "juveniles" written for each year of childhood and so listed in the publishers' catalogues. Many of them are beautifully illustrated, and present in elementary way thoughts and experiences with which a child must surely come in contact throughout his intellectual life. The memory of some of these books will be treasured and the reading repeated even through adult life; books like "Alice in Wonderland," now so prominently brought before us by the centenary of Lewis Carroll's birth, when we have a reproduction of the original written in the author's own hand and illustrated by his pen. How many of us think that "Alice" is really a juvenile? Many of us adults know that, while it delights the very young, its wit and humor can adequately be appreciated only by the mind mature. This is. of course, a classic, but there are many modern books of equal educative value. Such as these should be on a special library shelf in every room; books in which the "problem child" might really find an interest; books to be read as a reward for work well done; books which may be read aloud to a small circle in the class, as was the case on my recent school visit.

Here again may be raised the question of cost, but that should be infinitesimal. A grade library, from small beginnings of eight or ten books, can grow to large dimensions by awakening the interest of the teachers and the children, by adding other titles as prizes to be paid for by Parent-Teacher Associations or by part of the small funds now frequently raised by children themselves for special purposes. It is not so much the number of titles as the plan itself and the proper selection of the books. Perhaps this seems Utopian, but if the value of books in education is properly realized by educators and public, this thing can be done to great cultural advantage.

Somehow I feel that a great awakening on the part of parents is necessary it our public school systems are not only merely to endure, but are to progress. More and more is our national life drifting toward the commonplace —no, rather we are plunging toward it on tri-motored wings. We have lifted up a bogy on whom we blame our ills. We call him "the Machine." We wring our hands, believing we are slaves to things of steel and stone, forgetting that these dumb things were, after all, created by a far superior machine — the Human Mind, whose hope and joy should be to bend the *other* to a superior will. We *can* swing back our national viewpoint from the commonplace. Our educational budget sharps seem unaware that elementary education may well be called the carburetor in this age of the machine and books the inexpensive fuel so necessary to locomotion. Instead of rearing educated little "ducks" and "drakes," are we making ducks and drakes of education?

A Juvenile Suggestion

By IRL H. DULEBOHN

On days when teacher comes to school
  A-smiling so her dimples show,
And puts the twinkles in her eyes,
  It's easy for us kids to know
Our lessons. All our sums come right
  First time, and pens don't wobble so,
And ink don't spill, and books don't tear—
  Gee! Everything just seems to go
Along first rate. I'm glad to be
In school all day when teacher smiles.

But days when teacher's cross, the frowns
  Just drive the dimples all away,
And we don't learn much 'cause we know
  No matter what we do or say
She'll prob'ly scold. And we get scared
  And do our problems the wrong way,
And drop our pencil boxes 'til
  We're glad at four o'clock the day
Is over with. Gee! I don't like
School near so well when teacher's cross.

It's nice in school when teacher smiles,
  'Cause then our work goes just like play.
Our 'rithmetic comes out all right,
  And we're all sorry when the day
Is over and we have to go.
  Believe me, if I had my way
We'd have school when she's happy, and
  Then just declare a holiday
And never go to school at all—
What do you say—when teacher's cross?

How Near Is the Edge?

By HARVEY S. GRUVER
Superintendent, Lynn, Massachusetts

THE public schools of the United States are the direct outgrowth of its people. They have been in the process of development for more than a hundred and fifty years. No other item of public concern has been made the subject for discussion so universally and so continuously as this one. Their problems have been discussed around the fireside, in public forum, in legislative assemblies, in town meetings, before the judiciary, in educational conventions, in colleges of education, in normal schools, in teachers' meetings, by the press, by school committees, by civic organizations, by parent-teacher associations, by women's clubs and even on Main street. From the first there have always been those who have questioned the right of the state to tax for education those who have no children to be educated. The proportion taking this position has gradually diminished until today they form a negligible number of our citizens.

Every step of progress has been made at the bar of public opinion. Even in normal times the expenditure of every dollar had to be justified and in times of economic stress this has been doubly true. No public official is more responsive to public opinion than members of school committees. In the great majority of communities they are elected by direct vote of qualified voters and their term of office rarely extends more than two or three years. Everything pertaining to the work of the public schools invites public scrutiny, public criticism and appraisal. This is as it should be. The public schools cannot survive on any other basis. Any public school organization that does not encourage the public to inquire into the work of the schools, to understand its fundamental interpretation of an educational philosophy, its aims and objectives, its program of studies, its standards of accomplishments, its ability, both to interest the pupils in their work and to stimulate and inspire the teachers to their best efforts, fails in a very important aspect of the problem.

Today there is no excuse for such failure. The columns of the press welcome news of the schools. Civic organizations of every description have a vital interest in education and frequently invite members of the school department to discuss various aspects of the work of the schools before their respective organizations. Parents and others respond eagerly and enthusiastically to invitations to visit schools for the purpose of observing the classroom instruction. Along the more spectacular lines, such as dramatics, concerts, demonstrations of the work in the department of physical education and athletic contests, our efforts have been generously supported. For many years it has been the policy of the school committees to encourage the school executives to stimulate public interest in the work of the schools. There is abundant evidence that a wholesome and intelligent interest in the work of the public schools exists in most communities, and on this assurance we rest our case while passing through the present crucial period.

School departments are not unmindful of present conditions; that many citizens are unemployed, that homes are being lost for failure to meet obligations, that the percentage of uncollected taxes is increasing, and that other sources of revenue are decreasing.

Educational values have never been scrutinized more critically than at present. They have not in two generations been submitted to such an acid test. The demand for curtailment and retrenchment is becoming more and more insistent. "Educational fads must go" is heard on every hand. What are educational fads? What education is of most worth? There is a wide difference of opinion on each of these questions. What is considered a fad by one individual is considered a fundamental essential by another.

Music is considered a fad by some. They claim that in times of stress music might very appropriately be eliminated from the public school program. Others claim that during such times there is greater need than ever for the wholesome, inspiring influence of music; that the strain accompanying such strenuous times could not be sustained without the pleasure and relaxation one experiences from the thrills of his favorite musical composition. A similar type of argument might be offered for every so-called fad.

Others claim that everything that has been added to the curriculum since they attended school is unnecessary, and should be eliminated. That the "good old days" were good enough for them, and what they had should be good enough for the generation now in school. These persons have not failed to appropriate for their enjoyment all other evidences of the new day. Their homes are equipped with every conceivable device that has been made available for use, the radio, electric refrigeration, the vacuum cleaner, electrical devices of every form and description. It is just as consistent to think of

going back to the good old days in every other aspect of life as it is to return to the educational curriculum of those days. Education must train for life as it is today and as it will likely be tomorrow, not as it was in the dim and distant past.

If there is one thing more certain than another that the future has in store for us, it is that we shall have more leisure. One of the major tests of our civilization will be how we use that leisure. An educational program that does not take into account this important problem fails in one of the fundamental considerations of such a program. The great majority of adults do not know how to use leisure profitably. Even worse than that, many people are actually harmed by the way they use their leisure. Their energies and resources are dissipated by the activities in which they engage.

It is now about as important for an individual to have an avocation as it is for him to have a vocation. With increased leisure it will become even more important. The basis for a worthy avocational interest must be laid in youth. It may be one of a multitude of choices, but it must contribute to one or more of his fundamental needs or interests to be of any real value to him. It may be a love for the great outdoors, for the rivers, lakes, woods, and mountains with a capacity to enjoy the infinite variety of treasures each has to offer. This endowment might easily relate back to the study of science stimulated by his interest in physical and health training. Similarly his hobby, merely another name for an avocation, might be based on various phases of art, music, literature or the collection of one or more of a dozen varieties of interesting objects, all an outgrowth of a so-called fad which fascinated him as a pupil in school. It is a misfortune for anyone to reach maturity without one or more well-established avocational interests. The school must accept the responsibility of creating and stimulating such interests.

Still others advocate the elimination of supervisory officers as a means of economy. It would be just as consistent for an army to dismiss its officers in the midst of a difficult military campaign. If leadership in education was ever needed, it is needed now. The public schools have not for two generations passed through a more trying period. The morale has never been so seriously tested. Without morale the schools may as well be closed. The schools are the balance wheel of society today. The teachers need guidance and encouragement. They in turn pass along through the children into the home strength to endure the present difficulties, and hope for a new and better day. The effect of this silent but powerful influence flowing from the school into the home will never be fully recognized nor appreciated. Next to the influence of the church it is the most powerful stabilizing force in society today. Its usefulness must not be impaired by any attempt at unwise curtailment.

Learning Commerce from Cargoes

By HOWARD G. SPAULDING

Principal, Balboa School and Canal Zone Junior College, Balboa Heights

THE need for connecting classroom instruction with community life is today generally recognized. An interesting example of an unusual opportunity for such teaching, capitalized in an effective way, is found in a Commercial Geography project developed by Miss Ruby M. Syrcle in her classes in Balboa High School. By centring her instruction about the traffic through the Panama Canal and by studying in detail the origin and destination of the commodities that make up the cargoes of the ships transiting the Canal, Miss Syrcle has developed a most effective teaching outline.

The students of the Canal Zone have an exceptional opportunity to study world commerce. Each day ten or fifteen ships from all parts of the world transit the canal. The docks and storage warehouses are piled high with all manner of goods. From time to time ships from South America, Europe, or the United States carrying exhibits of manufactured products call at Isthmian ports. Airlines and cable lines converge at the Isthmus. Yet without imagination and enthusiasm on the part of the teacher the study of commercial geography even in such a locality might well be a formal and traditional consideration of textbook material. However, commerce, presented to students in such terms as these, does not seem dull and prosaic: —

"From the day when primitive man launched his first hollow log on the blue of salt sea water until today, when 60,000 tonned vessels cleave the waves at 27 knots an hour, commerce on the high seas has played an ever increasing part in the life of man. In the days when the Americas meant nothing more than a dark land of savages and a source of gold to a Europe becoming ever more nation conscious, the Isthmus of Panama

was already beginning to play a part in the quickening trade of the economic world. Remembering these days of the past an English poet wrote:—

"Stately Spanish galleon coming from the Isthmus,
Dipping through the tropics by the palm-green shores,
With a cargo of diamonds,
Emeralds, amethysts,
Topazes, and cinnamon, and gold moidores."

"Today no Spanish galleon dips her sails in the Bay, yet without fear of pirate shots the Spanish flag rides serenely by the Union Jack as they meet in the narrow channel connecting two great oceans—the canal which places Panama at the cross-roads of the world's commerce.

"During the past fiscal year (July, 1931—June 30, 1932) more than five million tons of cargo passed from the Atlantic to the Pacific Ocean and some fifteen million tons from the Pacific to the Atlantic Ocean by way of the Panama Canal; a vast change from the days when small sailing vessels halted at the Isthmus for cargo carried through the death-dealing jungle on the backs of laboring mules or sweating blacks and Indians. Gold and precious stones are no longer the priceless cargoes of vessels sailing through the Isthmus, now representing practically every nation on the globe—for the world needs food more than diamonds; tools more than gold moidores; and it is with these cargoes of the present day that we will be chiefly concerned in this course."

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The study outline is based on material taken from the Panama Canal Record. The Record is an official bulletin issued every week giving statistics concerning the number of Canal transits and the exact nature and destination of the cargoes carried. For teaching purposes this information is summarized by types of materials and destination. A typical set of data is that given for sugar carried from the Pacific to the Atlantic:—

	Tons
U. S. Intercoastal,	198,994
West coast U. S. to East coast, S. America	75
West coast U. S. to West Indies,	200
West coast Central America to Cristobal,	527
West coast S. America to Cristobal,	480
West coast S. America to Europe,	218,929
Australasia to Europe,	19,308
Hawaii to East coast U. S.,	287,482
Philippine Islands to East coast U. S.,	543,955
Far East to East coast U.S.,	6,013
Australasia to East coast Canada,	22,867
Total,	1,298,830

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When this information is studied many interesting questions immediately appear. For example: when comparison is made between the above figures and the Atlantic-to-Pacific movement of sugar it is found that the latter movement totals only 58,671 tons. Why the great difference? Where is sugar raised extensively in South America? Why do we find the United States shipping sugar to the West Indies when so much is exported from there? These and many other questions that arise lead to a comprehensive understanding of the centres of production and avenues of distribution of sugar. A study of the methods of production of the commodity naturally accompanies the investigations. Many leading and thought provoking questions follow each set of data.

The traffic through the Panama Canal includes practically every article of commerce, and emphasis is naturally upon the more important commodities, wheat, flour, rye, oats, rice, and other cereals; coffee, tea, and cocoa; cotton, wool, flax and silk; beef, butter, pork, mutton, lard, and an extensive additional list of animal products; vegetables and fruits canned, dried and fresh; iron, copper, and other ores and a long list of manufactured products are included among the commodities studied.

The question naturally arises: "Will not students get a distorted view of the world's commerce from considering the traffic through the Canal?" If only the transfers of goods made through the Canal were considered, this would be a valid objection to this approach. However, it is easy to compare the Canal tonnage with the total world production, or with the production from certain areas, and in this way to complete the picture.

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Although the work of this course is supplemented by textbook study, notebook work and the usual exhibits and visual material, it has been found that the interest of the students is largely increased when international exchange of goods is viewed as a problem of local interest.

"The past quarter of a century has been marked by an emphasis upon material values. The next period of human development will be marked by an emphasis upon intellectual and spiritual values. We will hear not so much about the mechanical measurement of educational results and more about intellectual and spiritual achievements. Character education with all of its modern implications will occupy the chief place in our program of education. If it be true, as a recent authority has stated, that character is the sum total of a person's responses to his life's situations, then the school of the future must provide greater opportunities for participation in all activities so that there may be the widest possible training in responses to social and economic changes."

—Dr. Joseph Rosier, President, N. E. A.

High School as Community Center

By WILLIAM E. COTTLE
Superintendent, Rockport, Massachusetts

THE modern high school with its special rooms and auditorium is often an object for considerable amount of criticism from the taxpayer. He protests that no business organization could afford to build and equip auditoriums which are used only a small percentage of the time. The educator knows an auditorium can contribute markedly to the enrichment of school life, but in many instances there may be much to be said on the other side of the question. Auditoriums and special rooms are extravagant and uneconomical if they are not planned for the utmost possible use. In addition to proper planning the rooms should be made available to the public for educational and recreational community projects.

Often when a small town builds a new high school the school committee is barely able to secure adequate support to include in their appropriation enough for an auditorium or gymnasium. This was the case when the Rockport High School was built and friends of the new school were able to increase their numbers by promising that the new school should be used as a community centre after its erection.

With these pledges fresh in mind, the school committee has been most liberal, in allowing the use of its building for community purposes. There is hardly a night during the winter months when there are not one or more groups using either the auditorium or some classroom. The school committee assumes the expense of heating and lighting the building and furnishes janitor service for all school functions. Any regularly organized group of citizens may have the use of the building by paying the janitor for his services. All assignments are made through the office of the superintendent. The following rules apply to the use of all school buildings in the town:—

1. The use of all school buildings shall be in the hands of the superintendent of schools.
2. The janitor or his assistant shall be in charge of the building whenever open. The janitor shall be compensated for the extra services by the organization using the school except that it shall be his duty to serve without extra pay for school functions.
3. The use of the school buildings shall be restricted to non - commercial functions. When admission is charged it shall be understood that the proceeds are for school or charitable purposes.
4. Except in emergencies or when heat is not required the building shall not be used on Saturday or Sunday.
5. Organizations shall have preference as follows:—
   1. All school purposes.
   2. Parent - Teacher and Teachers' Associations.
   3. All other organizations.

A general idea of the extent to which the High School building is used after regular school hours may be gained by a typical weekly schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	Basketball Practice (Auditorium) 2-5	Basketball Practice (Auditorium) 2-5	Assembly Rehearsal (Auditorium) 2-3	Basketball Practice (Auditorium) 2-5	Basketball Practice (Girls) (Auditorium) 2-5
		E. P. A. (Kitchen) 2-5	Woman's Club (Auditorium) 3-5		
Evening	Moving Pictures (Auditorium) 8-11	P. T. A. Meeting (Auditorium) 8-11	Dancing Class (Auditorium) 8-10	Catholic Club (Auditorium) 8-10	Basketball (Auditorium) 8-10
		School Committee Meeting (Office) 7-9	E. P. A. (Kitchen) 6:30-10	E. P. A. (Kitchen) 6:30-10	Red Cross (Room 3) 7-9
			University Extension Class (Study Hall) 7-9	Girl Scouts (Room 3) 7-9	

Some activities not mentioned in the above weekly schedule are: Boy Scout Play, Firemen's Association Memorial Service, P.T.A. whist party, Washington Club activities, Historical Society meetings, Rockport Dramatic Club, Teachers' Association, Swedish Glee Club, Community Chorus, and various committee meetings.

By making its school buildings available for community centres and indoor recreational activities that can be enjoyed by all age groups the school committee has been able to contribute much to the welfare of the community.

Education for What?

By RUSSELL V. BURKHARD

Principal, F. A. Day School, Newtonville, Massachusetts

WHATEVER new deal the future has in store for us, certain it is that we are going to have loads of leisure on our hands. Especially is this true of the 20,000,000 youngsters under the guidance of school men and women in these United States. Inevitably this will place a tremendous responsibility upon the shoulders of education.

If the scientific control of energy resources can point the way to a more equal distribution of the nation's wealth so that the worry element is taken from the parents of these school children, then educators must intelligently revise their whole educational program. Worthy use of leisure time must become a paramount issue.

No longer need we place our emphasis entirely on factual academic teaching. Rather do we need to develop a technique of good human relations involving all sorts of right living experiences.

Such a program will be an exceedingly challenging one to the teaching profession. It is going to be a difficult job for the teacher whose outlook on life is circumscribed by the subject he has been offering, such as the isolation of mathematics, Latin, English grammar, or the like.

In getting constructive citizenship before our children during their years of schooling, subjects may be merely coincidental, and their skills woven in casually under some very much more life-like headings such as physical well-being, the home, the community, the mate, the recreations, the job, spiritual sustenance.

Our teachers cannot talk these experiences into the children, both have to live them.

If the bankers, the economists, the scientists are unable to give us a resolution under the "price system," there is nevertheless no denying the fact that the machine age is surely and not too slowly forcing us into an entirely new social structure.

There is a subtle enemy lurking beyond the material things with which this country is equipped. Our tendency has been to do the things that show profit. As a matter of fact the best things in life are free. Nature gives us the most abundant of all opportunities for hobbies. We may sketch her beauties, study her heavens, her animal, bird, fish, and plant life. We may walk her hills and valleys. We may sail her seas. Games and sports need no particular arguments. It is too obvious that they offer a marvelous hobby field; the sciences are another; the arts another.

The fact is that, along with developing in children deep and lasting interests that will carry over into these leisure hours, we can also let them know that there is a great wealth of things to be done, new forces to be discovered, that there is always room for betterments.

Let us face the future courageously. We've got to be equal to the situation.

O'Sheaisms

By DR. WILLIAM J. O'SHEA

Superintendent, New York City

THE day is past when boys and girls are to be broken on the wheel of established school organizations, whether elementary or high, and the spirit of teachers crushed by condemning them to impossible tasks. Schools are justified in giving their diplomas to pupils who have reached, through honest effort, the limit of their development.

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As man was not made for the Sabbath, but the Sabbath for man, so boys and girls do not attend school to be fitted into rigid schemes of studies, but schemes and objectives must be fitted to the needs and abilities of children.

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Unreasonable demands for achievements made upon teachers and pupils, which demands are preordained to failure, can beget only a feeling of helplessness and hopelessness in teachers and of opposition in pupils.

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As one star differs from another in glory, so do the children of men differ in power and strength. Each child of God, even if not richly endowed, has his place in the great scheme of life in which, under proper guidance, he can find happiness and usefulness.

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It is an unwarranted inference that because slow-progress pupils cannot use books to advantage and cannot readily think in general terms, that they can do no academic work whatever.

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There is general agreement that mass instruction is an inefficient instrument where there is so wide a range of ability, attainments, interests, and responsiveness as in special classes for slow-progress pupils.

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THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

The Times Demand Loyalty

LOYALTY on the part of the classroom teacher often is a problem that is not well understood, or if it is well understood, it is understood so differently by different people that the results are very different as affecting any school or school system. One of the easiest ways perhaps for a school to lose the confidence of the parents of the children attending any school is for the teacher to say to a parent that if the child now in her class had been better prepared by the previous teacher, the work would be much more successful. Such a statement, of course, not only misses the real point of the issue, but takes away the responsibility of the teacher in charge; whereas the real function of every teacher is to take a pupil as she finds him whether well prepared or not well prepared, and do the best she can for him. Every teacher naturally realizes that even though some children come to her class well prepared, when they leave it they may not be as well prepared for the next class as she would like to have them, due, perhaps, to some seemingly unavoidable circumstances which may have occurred during the school year. Thus in being fair to the teacher who had the grade before her, she likewise is being fair to herself and to the teacher who takes the children next year, by not attempting to escape the responsibility for the instruction of children placed under her charge for any particular period.

Another matter of loyalty of great importance concerns the pupil himself. A teacher often may think it does no harm to recommend to a parent that the son or daughter would do well perhaps in another course, seeming to indicate that a change of course is the solution of an academic difficulty. In discussing this problem it is not necessary to say that a change of course may be a solution of an academic difficulty. In fact, very often a change of course is very helpful to the pupil. Nevertheless, in recommending such a change the teacher who makes such recommendation to a parent or to the principal should have in mind very definitely the entire situation and should be willing to assume her share of the responsibility for the preparation of the pupil to do a particular kind of academic work. There is no doubt at all that teachers know that many pupils who change courses would not find it necessary to change courses provided the right kind of interest could be developed in the study they may have been pursuing. On the other hand, it sometimes may happen that a teacher, in being loyal to the very best interests of the pupil himself, should hesitate and sometimes refuse to recommend a change of course. Especially should she hesitate in her approval if the change means an easier course when the teacher feels confident the pupil is really capable of work in the course which it is proposed he is to drop. It is very seldom that so-called hard work injures a pupil in school. It very often does occur, however, that lack of interest prevents a pupil from doing all that he should in his school work. The lack of interest mentioned is often directly related to the lack of motivating influence on the part of the teacher. The moment that any teacher becomes discouraged with the results of a pupil's work and manifests such discouragement so that the pupil realizes it, very much momentum is lost. The pupil at that moment is very much more likely to fail and to do poorer work than when the teacher has the utmost confidence, which in some way usually carries over to the pupil's own consciousness.

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Another form of loyalty has to do with the school itself. What any one teacher does in her class or out of her class reflects the standards and ideals of the school in which she teaches. A teacher who is loyal to her colleagues, loyal to her pupils, loyal to her principal, loyal to her administrator, naturally gives the tone of the school in which she teaches a higher note of approval. Someone has said it is worth while to be loyal for loyalty's sake. It would almost seem that there is an even higher aim in obtaining a habit of loyalty which is, as far as school work is concerned, in securing the very best instruction possible, the very best educational results in every way for every child that comes under the influence of the educational program. When the different phases of loyalty, as already expressed, are carried out in full, co-operation is so much easier, confidence is so much better established, resulting achievements are so much more appreciated, a deep sense of responsibility and an abiding faith are so much more likely to

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ensue. Real happiness in one's work comes when co-operative endeavor is happy in its working procedure, at all active points of contact, and in resultant estimation of achievement from such work. This is a special form of happiness which every teacher of any considerable experience has found to be worth while.

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The best results cannot be obtained, loyal though one may be, without the interest of the parent in respect to the children whom the parents submit to the educational program. It is very natural that any teacher or that any instructor will find a vast difference in the pupils who are enrolled in the class which she may be teaching. This difference may relate not only to mental ability, but perhaps even more important in many respects, to mental interest, to difference in environmental influences, to physical differences, both as respect rate of growth and chronological age. These differences, of course, magnify the arduous tasks of the teacher. Her instruction, of necessity, must be conducted on a plane high enough to meet the aspirations, intellectual ability, and advanced physical development of the ranking pupils. On the other hand, the individual differences of the pupils of the lower groups must also be met adequately. One may not neglect the one group in preference to the other group. Oftentimes the teacher's task in this respect is ameliorated by very careful grading of the pupils according to abilities. It is so easy when teaching a good-sized class to conduct the recitation portion of the class at least and even the so-called conference portion of the recitation period when supervised study is being carefully conducted, so that the so-called brighter pupils will receive the larger portion of attention. The slower pupils, therefore, because they receive little attention, and perhaps in many cases, no attention, do not increase the small amount of confidence which they already possess, and as that confidence in themselves, in their own ability, is not at all fostered as they go through school, it is very likely that, of its own momentum, it will decrease.

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Loyalty to parents as well as loyalty to the children should be such that the teacher may have in mind this fact that as far as the children in her class are concerned, that the parents have faith in the teacher. The only children that they have and differing as these children do in the capacities, habits, and general interests, are presented for instruction. Education in its large sense has to do with all children of the community regardless of any individual differences. The teacher's loyalty to the parent, therefore, means making contact with the parent of each child as often as possible and in building up in the parent's mind staunch confidence in the results of the educational program without minimizing in any way, the capacities, interests, and opportunities which each son or daughter of any household may hope to possess and to use. Loyalty to parents as well as loyalty to colleagues and to pupils has very much to do with loyalty to the community and to the entire educational program which is being fostered in any town or city. As confidence is established in a school, so the school work becomes better. As greater opportunities for success, as confidence is established in the community, so the success of the school, both morally and economically, becomes more sincere and effective.

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There is another form of loyalty which in some ways is perhaps greater than all the rest because it touches the very roots of human existence. This form of loyalty is loyalty to the ideals of life, loyalty to higher interests of humanity, loyalty to general human happiness and contentment, loyalty to fairness in dealings between nations, loyalty to human aspirations reaching to the beauty in nature, in art, in literature, in human relations. This type of loyalty should touch human emotions; it should reach in to the very heart and soul of human beings. A clear mind is invaluable, but a human heart imbued with a deep sense of loyalty to foster the truth, to promote long suffering will accomplish much more in the world than pure intelligence. An aristocracy of brains may be barren in its effect upon human happiness, but a richness of human emotions developed in the clear atmosphere of purity and sweet confidence in human beings, is likely to be very fruitful in making the earth a more pleasant spot and a more fruitful place wherein to dwell.

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Question—How may a teacher best show her loyalty to her colleagues in the teaching profession?

Answer—

1. By being very careful never to speak of any of her colleagues unless she can speak well of them.
2. By so living within the school and out of the school that she accepts the full measure of her individual responsibility both as a teacher and as an example of living that may be emulated by all her pupils and by the other members of the teaching staff.

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Question—How may a teacher secure in her best development the type of loyalty having to do with parents and the community itself?

Answer—A teacher's best opportunity for establishing confidence is by frequent visits with the parents of *all* the children who may be attending her classes. If a teacher

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

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forms the habit of visiting the homes of her pupils, she will find it easy to continue to do this. If she visits them only infrequently she will find it difficult. A spirit of friendliness established between the parent and teacher will develop the desirable type of loyalty on the part of the teacher because it will be based on confidence and mutual understanding of the limitations as well as the capacities of the children who are concerned.

•

Question.—How may a teacher develop the high type of loyalty to ideals and standards?

Answer—Such loyalty may be attained well in full measure only by loyal living. The human heart that aspires to the highest development of the human spirit will catch a glimpse, through its own aspirations, of the type of loyalty to which reference is made. Ideals and standards, to be really dynamic, always must be interpreted in terms of the individual's own living expression of ideals and standards. Emotions and desires, in order to be transmuted into the highest loyalty, must be lived from day to day in the full consciousness of service to humanity.

BOOK TABLE

MODERN BUSINESS GEOGRAPHY. Revised Edition. By Ellsworth Huntington, research associate in geography, Yale University, and Sumner W. Cushing, late head of department of geography, State Normal School, Salem, Massachusetts. Introduction by Frank M. McMurry, Teachers College, Columbia University. Cloth. 352 pages. Yonkers-on-Hudson, New York: World Book Company.

How the inhabitants of any given region make their living, and how good a living they make, are in large measure determined by geography. A knowledge of "business geography" is therefore important to all who would understand underlying economic conditions.

The Huntington-Cushing "Modern Business Geography" is a text which delights the eye and the mind. In its pages — handsomely printed, attractively and purposefully illustrated with maps and charts and photographs—geography is put in a way to win and hold attention. There is none of the region-and-its-products sort of presentation to load reluctant memories with hateful lists. Instead, the subject is divided along economic lines, into primary production, transportation, manufacturing and consumption. An abundance of problems is provided or suggested.

Now in its eleventh large printing, revised and up to date, this book stands upon a well-proved record of classroom satisfaction.

This text commends itself to any school or any teacher that wants commercial geography to be a lively, fascinating study, as it ought to be.

DRAMATIC SCENES FROM AMERICAN HISTORY. For reading and production in junior and senior high schools. By Clara M. Love, teacher of English and social studies, Westlake Junior High School, Oakland, California. Cloth. 247 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Nothing so truly breathes life into history as the seizure of dramatic episodes to be presented in the form of plays. Not only players but pupil audiences are impressed by these performances—impressed while being entertained.

The present collection of "Dramatic Scenes From American History" is an outgrowth of classroom experience in the teaching of English and the social sciences to boys and girls of junior high school age. The author is Clara M. Love, of Westlake Junior High School in Oakland, California.

The plays are brief enough to demand but a short time in preparation. The dialogue is well written. Nothing very elaborate in scenery or costumes is required. The number of characters is more or less flexible, according to the desires of the instructor.

While no claim is made of entire historic accuracy the plots are in the main authentic, and the determination of what lines or incidents are fictional is a suggested project for the pupil, with needful references and questions provided.

Among the episodes are: Signing the Mayflower Pact, Ethan Allen Takes Ticonderoga, Revolution in Louisiana, Sam Houston and the Struggle for Texan Independence, The Fall of New Amsterdam, and more than a dozen others.

Here is excellent material for the enrichment of both English and history.

CUENTOS FACILES. By Amador Gandia and Philip Cohen, New Utrecht High School, Brooklyn, New York. Illustrated by Reginald Birch. Cloth. 206 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Introduction of the student to a foreign tongue can always be facilitated by the use of made-to-order reading material, provided the making of such material has been ably executed with a view to attractiveness and proper gradation from the easy to the more complex. "Cuentos Faciles" is a handy little volume happily meeting these requirements. The thirty lessons include original stories, treating of history, biography, geography and the life of Spain and Spanish-speaking countries. Pen-and-ink illustrations add to the interest. Exercises of approved variety have been incorporated, and vocabularies complete the book.

This should be, for the teacher of Spanish in the secondary school, a satisfying answer to the problem of supplementing the reading and composition and grammar lessons in the beginners' book, in a way to enhance the pleasure of the learner, rather than discourage him thus early in his dealings with a foreign language. The book is adapted to use in the first term of the first year's work in Spanish, but may, of course, be utilized for rapid practice at some later point.

THE STORY OF A BILLION YEARS. By W. O. Hotchkiss, Michigan College of Mining and Technology. Cloth. 137 pages. Baltimore, Maryland: The Williams and Wilkins Company.

This book tells of geology's progress during the last hundred years in discovering the truth about earth's billion years of life. It is one of a series of short studies published for the Century of Progress Exposition. "Geology is the easy science," says Dr. Hotchkiss, "for all that needs to be done to give us a very satisfying knowledge of things geological is to call them to our attention." The author at any rate makes it seem easy, because he makes it fascinating. With the Scotchman, Hutton, father of the science of geology, who first observed and thought about history in the rocks, we learn to see everywhere the evidences of the three familiar principles of deposition, erosion, and transportation. We are told that the age of the earth was finally determined by finding the age of a rock composed of uranite that had turned to lead.

With the aid of illustrations that are fresher and more interesting than is usual in such a survey, the processes of geology are clarified for the reader. In some cases Dr. Hotchkiss has added diagrammatic lines to indicate strata shown in the photographs.

"The Story of a Billion Years" is a condensed and convenient account of the record of living things, climates of the remote past, the great ice ages, the changing coastlines, and the geologic resources of our continent. A final chapter suggests the future possibilities of the science. If one may judge the series by the attractive appearance and useful, up-to-date contents of "The Story of a Billion Years," these volumes will form a notable modern survey of man's intellectual and scientific endeavor.

OUR SOCIAL WORLD. An Introduction to Social Life and Social Problems. By Grace Allen Wallis and Wilson D. Wallis, professor of Sociology and Anthropology, University of Minnesota. First edition. Cloth. 378 pages. New York and London: McGraw-Hill Book Company, Inc.

"Our Social World" is an apt title for a textbook so intimately practical as this by Grace A. and Wilson D. Wallis.

There is every appearance of teachableness. No pupil can complete the course laid down in its pages without becoming a more intelligent if not better-behaved social unit.

Illustrations, graphs, tables, suggested readings and activities for the student are judiciously supplied in ample amount.

The News Digest
OF EDUCATION

Dr. Payson Smith Advocates Further Support by States

CAMBRIDGE, Mass.—Of all the countries of the world, education in the United States has suffered relatively more than in any other, declared Dr. Payson Smith, Massachusetts commissioner of education, in a conference on "The Public Schools and the Economic Crisis," held at Harvard University recently.

Dr. Smith stated that in all probability this country is still far ahead of all others in educational expenditures, but that while education in Germany, Russia, Great Britain and even in South America and Africa has gone forward, in the United States it is moving backward.

New England, New York and New Jersey have succeeded best in maintaining standards of educational facilities, Dr. Smith said, but any wholesale lowering of levels will, in his opinion, eventually cause serious material damage to the nation.

The speaker made a strong appeal for further state support of public education and the return of federal income tax revenue to the states for educational subsidy in the same proportion that it is returned for state highway aid and intangibly for public safety in such federal expenditures as those for the army, navy, and lighthouse service.

Dr. Smith deplored the growing tendency of the best people of the country of sending their children to private schools. In some communities now the preponderance of residents have never been in a public school, nor have their children. This, he said, is alienating the sympathy and understanding of the very class of citizens to whom public education must look for its staunchest support.

Reorganization Proposed For Educational Divisions

RALEIGH, N. C. — Abolishing the offices of all county superintendents of public instruction, county boards of education, rural supervisors and attendance officers in the 100 counties of the state, and establishing thirty district superintendents, district boards of education and other officials was recently proposed in a bill introduced in the General Assembly by Senator H. L. Ingram, of Randolph County.

COLLEGE ALUMNI DISREGARD HEALTH

Columbia Athletic Director Reports Most Graduates "Shockingly Deficient" in Health Practice

NEW YORK.—Many graduates entertain grotesque conceptions with respect to health and disease, says Dr. Elliott, director of athletics at Columbia, in his annual report to Dr. Nicholas Murray Butler, president of the university. They spend enormous sums on worthless patented remedies, and are often enrolled among the disciples of health cults and the patrons of quacks.

In order to send out college graduates who grasp the importance of health and the necessity for intelligent living by its rules, Dr. Elliott advocates individual health conferences at Columbia. While this system has proved valuable it falls short of achieving his program for college health education for later life. The habit of daily exercise should be acquired, and it is his opinion that adequate recreational facilities must be provided if the students are to acquire it at Columbia. The importance of intramural athletics for all students is urged in the report. The Columbia athletic director opposes the abolition of intercollegiate competition, believing that the benefits far outweigh the costs.

Dr. Elliott also protests against afternoon classes in non-athletic subjects. Every student should have one hour a day of recreation. If there were no assignments after 2 o'clock students could exercise and follow their play with a period of rest and relaxation, thereby improving the quality of their evening study.

First Lady Alert To History in the Making at Capital

WASHINGTON. — Mrs. Franklin D. Roosevelt recently told her former pupils at the Todhunter School for Girls, in New York City, that during her first week in the White House she was afraid to go to bed nights lest "something interesting might happen while I was asleep."

"You can get a big thrill out of history in the making, even though you have no responsibility yourself," she said at the opening exercises of the school. "During the daytime, of course, things happened mostly over in the executive offices. But at night it was all in the White House, and very exciting.

"Finally one Friday night things seemed to have quieted down pretty much, and we all went to bed fairly early. At 12.10 a. m., however, I was awakened by the telephone in my room, and told about the Los Angeles earthquake. I went in and wakened my husband, and told him about it. He told me to wake up Mr. Howe and Mr. Early, two of his secretaries, and to get in touch with Los Angeles at once.

"'But they say the wires are all down,' I told him.

"'Well, get in touch with Los Angeles anyway,' he said."

Mrs. Roosevelt made a bit of history herself after her visit to the school. She flew back to Washington from New York, being the first time a First Lady ever traveled by airplane.

School Committee Measure is Vetoed

BOSTON.—Governor Ely recently vetoed a bill entitled: "An act removing the disqualifications of members of school committees in certain cities to hold elective public office during their term of office." In his message the Governor said: "It seems to me that the enactment of this measure tends to bring into partisan politics a type of public office which should be non-partisan and entirely devoted to matters pertaining to the welfare of the schools of the communities and their educational facilities. Furthermore, I do not believe in changing a city charter in such an important respect without full discussion, a crystallized opinion, or a referendum to the public."

SCHOOL MOVIE CLUB

Newark School Develops Appreciation

NEWARK, N. J.—First steps in the appreciation of movies, not only from the dramatic, but also from the production standpoint, are being taken as an extracurricular activity by students at the Central High School here. The Photoplay Club, which goes in a body to review the offerings of downtown theatres, and which records the life of the school in films, is so popular that it has been obliged to limit its membership to 100, and establish a waiting list. And the school newsreel, which it produces, is able to charge ten cents admission, although the school paper, at five cents a copy, is finding these times difficult.

Through dues and the sale of tickets to its shows the organization has been able to purchase $400 worth of movie equipment, which it has donated to the school. Its paraphernalia are always available to record interesting school events at a moment's notice. One of the members of the club has invented an editing board, with compartments for classifying the various parts of the mosaic which, when put together, make up the finished film. Some of the members are seriously ambitious to become cameramen or directors at Hollywood. Others write amateur scripts, and hope to become screen dramatists.

"Adolescent America," declares William Lewin, member of the school's English faculty, "likes its journalism clubs, literary clubs, speech clubs, debating clubs, advertising clubs, dramatic clubs, and so on. Is it not natural that these activities should become part and parcel of the regular course? Students do not need to be encouraged to participate in clubs, such as the movie club. Their interest is natural and spontaneous. All they need is guidance."

Teachers Protest Bill Suspending Pay Laws

ALBANY, N.Y.—Several hundred school teachers and other civil employees appeared in the Assembly chamber recently to protest before the Ways and Means Committee against the Pratt Bill, which would suspend for two years all state mandatory laws, permitting salary cuts 20 per cent. below the present mandatory levels, and allowing localities to reopen their budgets to take advantage of such economies. New York City, which had its mandatory salaries cut in the special session of December, is exempted from the bill. Mayor John Boyd Thacher of Albany spoke against the bill, saying that it would injure the school system, and was unnecessary for local economies. Support for the bill was led by Merwin K. Hart, president of the State Economic Council, which has been campaigning for all manner of economies and budget cuts.

Foreign Students Welcome in Berlin

BERLIN.—The high repute of the German universities has for generations attracted students from all over the world, says Alwin Steinitz, writing for the German Tourist Information Office. "The Prussian Ministry of Education, faithful to high traditions, has always tried to bring to Berlin the best intellects of the country. Authorities of high rank continue to draw foreign students to the German capital," he said. Of the nearly 24,000 students attending the various higher institutions in the German capital in the last winter semester (of whom 18,822 were matriculated), 2,767 were foreigners, of whom 2,120 were duly matriculated. They represented thirty-nine different countries — among them America, England, all European states and Russia, Yugoslavia, Greece, Mexico, South American countries, and China and Japan.

Asks Opportunities For Elite and Mediocre

MIDDLETOWN, Conn.—In an address before the Wesleyan University chapter of Phi Beta Kappa, Dr. George E. Vincent, of New York, asserted that the problem in higher education was not to eliminate mediocrity to turn the colleges and universities into cloisters for an intellectual, fastidious and exclusive few, but to recognize the validity and value of both elite and mediocre in an educational system modified to give them effect. Pointing out that in early New England and Virginia the aristocratic ideal of education played an influential part, he said the past half-century had seen almost a triumph of the democratic theory.

No Wild Cheers From the Youngsters

MILWAUKEE, Wis. — Just about the time fishing and swimming would be good, the boys would be in their classrooms learning readin' and writin' and 'rithmetic, if Edward A. Little, a citizen, has his way. He suggested to the school board that the semesters begin in March and August instead of September and February. The reason would be to save heat in the classrooms.

20 SCHOOLS PICKED FOR TEST OF COURSES

ATLANTIC CITY, N. J. — A nation-wide plan to simplify and modernize the courses of study used in high schools of the country and to achieve closer co-ordination with the colleges advanced a step further here, recently, when a score of secondary institutions were picked for an experiment along this line that will continue from 1933 to 1941.

The schools, names of which were withheld, were selected at a meeting here of the Commission on the Relation of School and College of the Progressive Education Association.

The commission, which is operating on funds provided by the Carnegie Corporation of New York, hopes to achieve in the high schools such ends as "greater mastery and more continuity of learning, release of the pupils' creative energies, clearer understanding of the problem of our civilization, and the development of a sense of social responsibility."

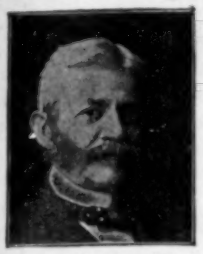
"The educational emphasis in this plan," declared Chairman Wilford M. Aikin, director of the John Burroughs School, St. Louis, Mo., "is based upon a conviction that the secondary schools must become more effective in helping young people to develop the insight, the powers and self-direction necessary for resourceful and constructive living."

17,000 in Canada In Indian Schools

OTTAWA, Can. — The enrollment in Canada's Indian schools during 1932 was more than 17,000, and the average attendance exceeded 13,000. There were eighty residential and 270 day schools in operation in 350 Indian centres during the year.

Fees Increased At State College

AMHERST, Mass.—Tuition fees at the Massachusetts State College will be increased by approximately $20 yearly for Massachusetts students and by approximately $60 yearly for students from other states. This was voted at the annual meeting of the college trustees. The tuition fee for Massachusetts students now is $60, and the increase will be to $100 with the understanding that laboratory work and health fees amounting to approximately $20 be absorbed in the increase. The fee for students from other states will be increased from $100 annually to $240 with similar arrangements for absorbing other fees. The trustees also voted to petition the legislature for $10,000 appropriation to assist worthy and needy students who might otherwise be forced to abandon their education because of the tuition increase.



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SCHOOL BUDGETS

Supt. Campbell Says Work Shows Increase

BOSTON.—When the need for retrenchment in school systems is shown, cuts should be indicated by persons qualified for the work and in sympathy with the ideals of the American school system, Patrick T. Campbell, superintendent of Boston schools, declared recently.

Superintendent Campbell spoke under the auspices of the National Education Association. He pointed out in his address that in 1935 Boston will commemorate the 300th anniversary of the founding of the first public school in America, an event so important that the department of superintendence of the N. E. A. has arranged for a country-wide celebration.

Because of the lack of religious and home training of many children, the burden on the schools has increased tremendously, Superintendent Campbell declared. Failure to obtain employment has added to the need for housing accommodations. While harassed business executives, faced with a falling demand for their products, cry loudly for school reductions, the schools are confronted with an amazing increase in the demand for their product, which is education. Also, the schools form a bulwark against those doctrines which menace American democracy, and for that reason should be nourished.

"Schools require men and women of high character, long training, and special adaptability," he stated. "These qualities cannot be obtained if we are to hold their services of little worth."

Dr. Day Deplores Hosts Of Uneducated Graduates

SCHENECTADY, N. Y. —Colleges must put a stop to sending out at every commencement hosts of uneducated men masquerading under the degree of Bachelor of Arts, and alumni must help the colleges both by sending to them real students, and by continuing their intellectual development after commencement. This was the thesis of an address by President Frank Parker Day, of Union College, to the alumni recently.

Women Earn More If College Graduates

WASHINGTON.—Among college-trained women engaged in gainful occupations, those with executive business positions receive the highest salaries. That and the fact that women possessing degrees show a marked advantage in earning power over those who withdrew from college before graduation, are disclosed in a study of the activities of 6,600 graduates from land-grant colleges. The median salary for all college women included in the survey was $1,635 a year. The median wage for those in executive positions in business was $2,078; for teaching, $1,640; for women trained in home economics, in occupations other than teaching, $1,992. The survey indicated that teaching is the most popular occupation of women college graduates.

Blind Student Receives Ph. D. at Pennsylvania U.

PHILADELPHIA, Pa.—Blind since he was twelve years old, Francis J. Cummings, of Wilmington, Del., was one of the 245 students to receive degrees at the mid-year convocation of the University of Pennsylvania. Cummings, rendered sightless by a boyhood illness, received the degree of doctor of philosophy, thereby increasing a list of scholastic attainments prized by many a student without his handicap. After mastering the art of reading Braille, he entered the University of Delaware, where, in his junior year, he won a scholarship permitting him to study at the Sorbonne in Paris and the University of Nancy. He received a Harrison fellowship in Romance languages at the University of Pennsylvania after being graduated from Delaware.

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"THREE R'S" IN RUSSIA

Return to Fundamentals Is Order of the Day

MOSCOW.—After many years of experimentation the little "Red" schools of the Soviet Union have returned with a vengeance to the fundamentals of reading, writing and arithmetic, plus history, geography and the rudiments of the natural sciences. The "project method" and the "brigade system," only yesterday basic stones in the Soviet educational arch, have been all but abandoned, and the teacher has been restored to the position from which he had been dislodged as instructor and disciplinarian.

Polytechnical education (shop work and the like) has been retained on an extensive scale, but provision has been made that it shall not in any case crowd out the "three R's" and related subjects. In some schools, in fact, the number of hours devoted to polytechnical instruction has been reduced so that more attention can be given to the fundamentals of human knowledge.

As institutions to bring the children into line with the Communist movement, to make them ardent crusaders for the building of socialism, the schools as organized up to last autumn succeeded to a marked degree. Today the average Soviet youngster is a much more convinced Communist than his father.

But as agencies to ground the youngsters in the elements of reading, writing, arithmetic and the like, these same schools, by the admission of the Soviet educational authorities, failed rather miserably.

SPRING

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THE NORTHFIELD
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N. H. Refuses to Bar Married Teachers

CONCORD, N. H.—With a vote of 270 to 19, New Hampshire's House of Representatives decisively defeated Representative H. Dickinson's bill, which called for the barring of married women from teaching in the public schools of the state. It was stated that this was the worst defeat handed a contested bill at the present session. Should this drastic move have been carried out approximately 200 teachers would have been ousted.

The committee on education reported the legislation inexpedient.

Mrs. Lulu J. A. Morris, chairman of the committee, called attention to the fact that under existing statutes each school district makes its own laws, and can regulate the hiring of teachers.

Representative Curtis H. Page, prominent educator, and a former teacher at Harvard University, denounced the measure as one which would simply take 200 jobs from one class of people and give them to another.

Representative Amos N. Blandin said that it was absurd to attempt to tell each school district whom they shall engage as teachers. He doubted very much if such a measure is constitutional.

The Dickinson measure was overwhelmingly voted down.

Another Way To Earn Education

RACINE, Wis.—Vance Smith is "writing gags" to earn his way through college. Smith has sustained his educational enterprises with proceeds from getting up "conversation" and "gag lines" for established professional prestidigitators. Having discovered, in his own nine years at practicing legerdemain, that a magician's chatter is as important as his dexterity, Smith, just twenty-three, decided there should be a market for conversational "accompaniment." "It isn't that the professionals haven't the ability to write their own lines," Smith said, "but most of them are too busy with the mechanics of their art, and they welcome material to brighten up the act."

Seek Moratorium On Oklahoma Colleges

OKLAHOMA CITY, Okla. — A one-year moratorium on higher education was recently asked in Oklahoma under a resolution State Senator H. P. Daugherty, of Chelsea, proposed to introduce in the legislature. He said funds saved by closing the University of Oklahoma, Oklahoma A. and M. College and half the state teachers' colleges and junior colleges would be diverted to the common schools.

ENGLISH SCHOOL BOYS STUDY IN AMERICA

NEW YORK. — W. Huston Lillard, of Tabor Academy, chairman of the International Schoolboy Fellowship, organized in 1927 to promote cooperation between the youth of the United States and other nations, reports that at present there are thirteen boys, averaging about sixteen years, from various English so-called public schools attending preparatory schools here under special scholarships granted by the host academies.

"For the first time we are getting the type of boys we had hoped to get," Mr. Lillard said. "During the first few years of the group's existence English boys were sent over from some of the minor schools, and many of them were too young to be of much help in spreading the co-operative idea.

"This year, however, we have representatives from Harrow and other leading institutions, and have been fortunate in getting boys who are advanced enough to enter college upon their return to England."

For the year 1933-1934 the organization is offering thirteen scholarships to English schools, with the possibility that the total would be several more before the summer was over. Two other schools not named in the list of those offering scholarships said they were desirous of having English boys as their guests next year.

Asks Fewer Spanish Colleges

MADRID.—O. Fernando de los Rios, minister of education, wants to reduce the number of Spanish universities to "a more reasonable ratio with the number of students." He says there are thirteen universities for 45,500 students, of whom 13,595 attend Madrid.

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Mexico to Have More Male Teachers

MEXICO CITY.—In the future Mexico's public schools will have two women to one man on their teaching staffs, as President Abelardo Rodriguez recently issued a decree fixing that ratio. Heretofore the number of male teachers has been small in comparison with the number of women so employed, and in issuing the decree the President sought to correct the unequal distribution. As in the past, teachers for primary and secondary schools will be taken exclusively from Mexican normal schools. The system of choosing candidates for teaching positions will be based on grades the normal school scholars received during their attendance. Those receiving the highest average grades are given preference. In issuing the decree the President explained that the step was taken not only to arrive at a more equitable distribution between the sexes, but also to bring more young men into the profession, as they are especially needed in some rural districts on account of the required specialized knowledge of farming.

Scholarship Is Improving at M. I. T.

CAMBRIDGE, Mass. — A distinct improvement in the scholastic standing of undergraduates at Massachusetts Institute of Technology is indicated in the announcement of the names of 725 students who during the first term achieved high records in their studies. The list of high scholastic standing shows a numerical gain of eighty-seven over the first semester last year, as well as a decided rise in the percentage of each class included. It was also announced that the scholastic records of a limited group of freshmen admitted last fall without examination, on the basis of outstanding work in their secondary schools, bettered the average of those freshmen admitted by college entrance board examination.

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Grins Between Grinds

Naval Reduction

Two women en route to market had stopped for a bit of chat.

"And how," asked the first, "is your husband getting along with his reducing exercises?"

"Oh," replied her friend with considerable vivacity. "You'd be surprised at his progress. Why, that battleship he had tattooed on his chest is now nothing but a rowboat."

• •

He Traveled Light

A salesman arrived at the hotel late at night, and was approached by Goldschmidt, the porter, who wanted to know how many trunks he had.

"I use no trunks," answered the salesman, haughtily. "I am no common traveling salesman. I'll have you understand that I sell brains!"

"You will excuse me for saying it," answered Goldschmidt, "but you are the first salesman I've seen this season who isn't showing any samples."

• •

Or Vice-President

There had been a consolidation, it seems, and the heads of the various member-firms were wondering what part in the new set-up to give the president of one small outfit taken in. His equipment was obsolete, and his business run down, but still they wanted to take care of him. Finally the promoter suggested they make him chairman of the board.

"Chairman of the board?" they echoed. "What's that job like?"

"Why," exclaimed the promoter, "it's like parsley on fish."

• •

Ambiguous

Building Foreman: "Excuse me, but are you the lady wot's singing?"

Lady—"Yes. I was singing. Why?"

Foreman—"Might I ask you not to hold the high notes so long? The men have knocked off twice, mistaking it for the noon whistle."

• •

Propriety

The absent-minded professor was busy in his study. "Have you seen this?" said his wife, entering. "There's a report in the paper of your death."

"Is that so?" returned the professor, without looking up. "We must remember to send a wreath."